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ABSTRACT

This interdisciplinary career orientation guide for Grades 7 and 8 provides general instructions for structuring a vocational education program, its implementation and evaluation, and a rationale. The student-centered career development activities will focus on: (1) an introduction to the world of work, (2) information on occupational clusters, and (3) specific jobs as examples taken from nine curriculum areas. Total involvement of the staff and community is expected after initial program planning by a steering committee. Diagrams illustrate the program focuses and three plans for scheduling career instruction. General and specific behavioral objectives and learning activities are given for the six conceptual focuses, the ten occupational clusters, and the nine specific vocations. Career examples for each occupational cluster are given, and a brief rationale for each specific vocation is included. Vicarious, simulated, and hands-on experiences are expected to be provided in a career education program. Developed by 34 city educators, this program guide is intended for use with the "World of Work Program" for the elementary grades, available as VT 015 401 (RIE, August 1972). (AG)

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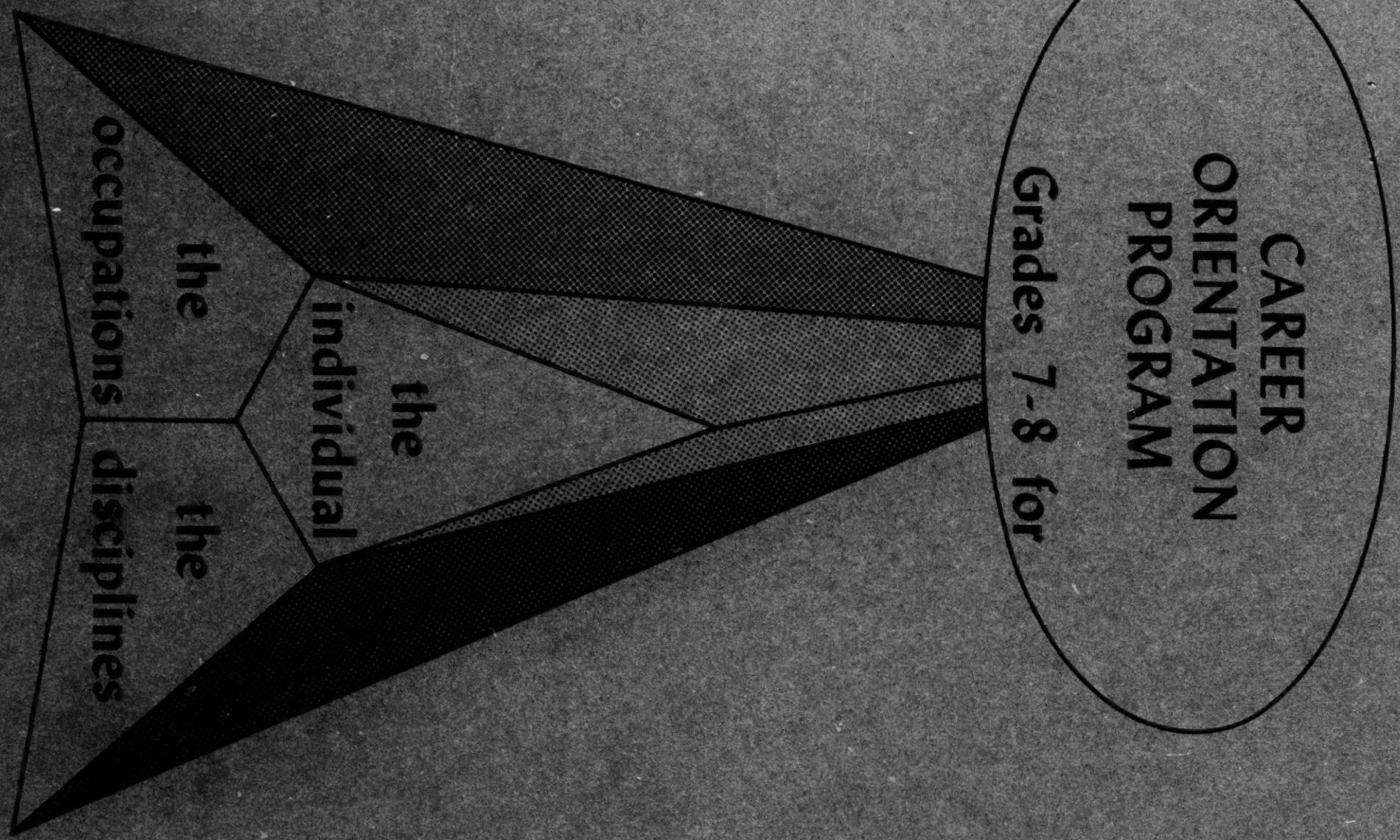
OHIO'S CAREER CONTINUUM PROGRAM

VT016019



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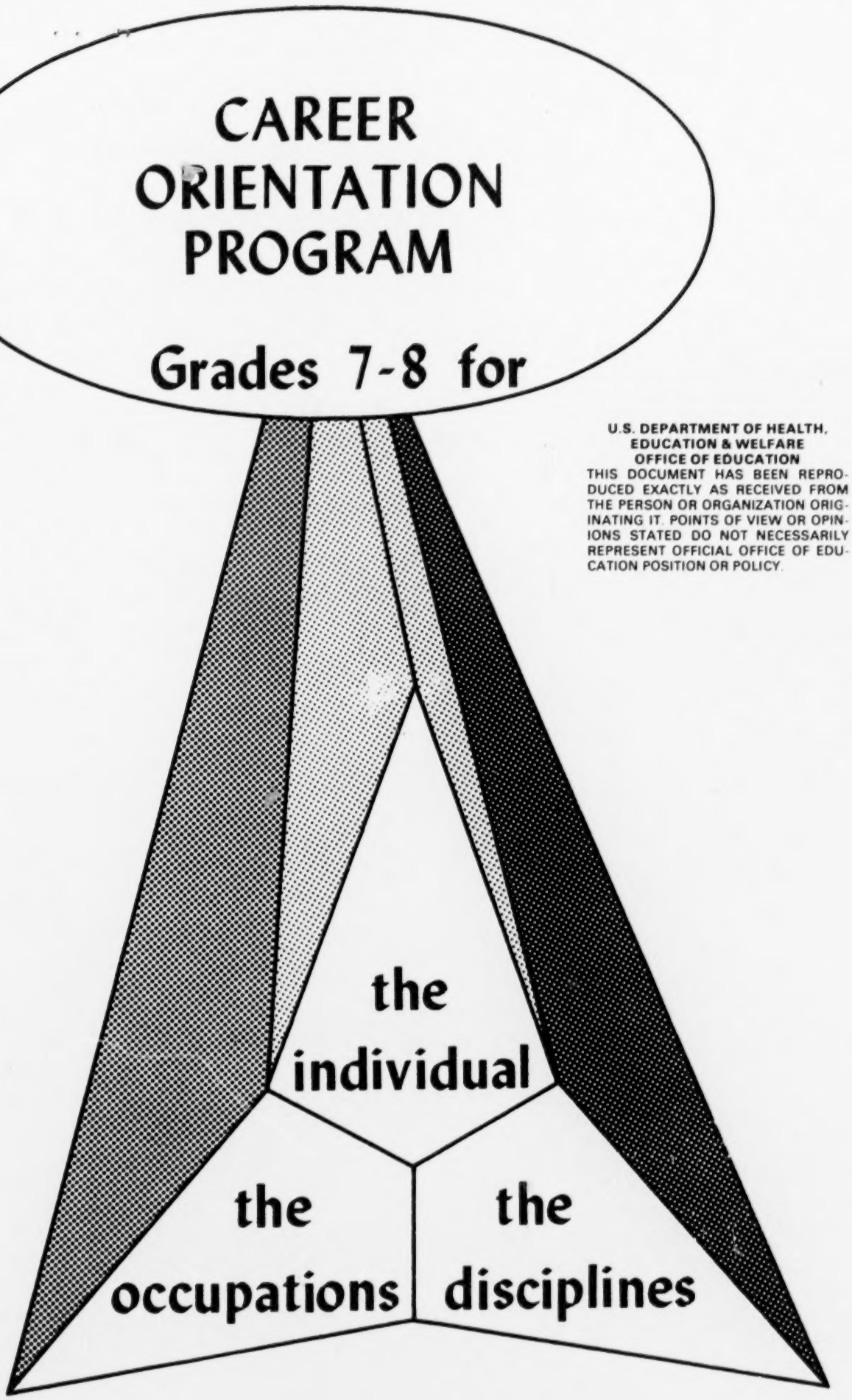
OHIO'S CAREER CONTINUUM PROGRAM

CAREER ORIENTATION PROGRAM

Grades 7-8 for



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Education is the most phenomenal development in the history of man - man's greatest boon. It undergirds representative government and individual opportunity. To sustain an affluent economy, it must be related to the American Dream of opportunity.

Dr. Martin W. Essex
Superintendent of Public Instruction

FOREWORD

Prior to the 1968 Vocational Amendments of the 1963 Vocational Act, programs could not be funded from federal vocational funds below the job training level. Therefore, there were no provisions for programs to assist youth in gaining exposure to jobs and careers before entering job training programs.

The Division of Vocational Education has, since the passage of the Vocational Amendments of 1968, accepted the responsibility to develop and implement means of presenting occupational exposure to those youngsters below the job training level. We in Vocational Education believe that this change is necessary and will benefit all education.

The Career Orientation Program is part of the total career development process from kindergarten through Grade 12. It is a program to give youngsters an opportunity to gain exposure to a galaxy of occupations. The impact of this program is not limited to the students served but also to the instructors involved. It is possible for instructors to reach beyond the traditional boundaries of the educational institutions and bring into the school the relevancy of the world about them. It is a means to include environmental, social, and technological relevancy into the curriculum.

We believe that the Career Orientation Program should be in every school in the State of Ohio. Our goal is to provide this program for all youth. We believe this is a functional, meaningful, and practical means to illustrate the world of work.

Dr. Byrl R. Shoemaker
Director of Vocational Education

PREFACE

Education for students must be more relevant to jobs and careers as an integral part of Public Education institutions. The educational system must provide a process of education which will require the student's active participation to greatly enhance his motivation to learn and help the student relate his educational experiences to any number of adult roles.

The unique design of the Career Orientation Program lies in the feature which helps to end educational fragmentation of subject matter and illustrates relevance of subject matter to the world of work. The design also provides a means whereby students can survey the opportunities and demands of various career fields and gain an awareness of the options open to them later in life.

The aim of this program is the development of a curriculum which coordinates the disciplines with a focus on careers, as a means of lending reality and a sense of purpose to education for all students.

Richard A. Macer
Assistant Director, Vocational Education

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INTRODUCTION

Selecting a vocation is more difficult for today's youth than it has been for any other generation, for there are thousands of different jobs and careers from which to choose. Unfortunately, the child of today rarely has an opportunity to observe the industrial processes which manufacture the products of our society even though these products and processes are the foundation of the wealth and technological development of our country. The rapid development of this technology, the increase of occupational specialization, and the development of man's interdependence socially, economically, and vocationally have created a need for career development.

The Career Orientation Program is developed as a means to present the relationship between education and the world of work. The period of education between elementary school and high school is a bridging period; the child becomes an adolescent and, in turn, begins to think seriously about his future as an adult. The exposure to occupations can broaden the student's knowledge of the world of work and provide an opportunity to compare this knowledge to his interests and goals for the future.

The Career Orientation Program offers an opportunity to change traditional education toward a more pragmatic and relevant approach to a meaningful way of life. The unique feature of the program is attained in the effort to end unrelated presentations of subject matter; the program is not separated into specific courses but is intertwined throughout the subject areas to make all disciplines reflect the related aspects of occupations. Properly implemented, the Career Orientation Program offers rich content for the intellectually inclined, stimulation for the able but indifferent, and new doors to greater achievement for those whose abilities do not find expression in the conventional curriculum.

PROGRAM STRUCTURE

To offer students exposure to the widest range of occupations, a program must permeate the school. The Career Orientation Program should be incorporated and taught as a part of the schedules of all instructors in the school, thus including the many areas of experiences necessary for the growth and development of the student.

The structure of the Career Orientation Program should be planned and organized by a nucleus of innovative and dedicated local instructors. The basic concerns of this steering committee would be the review and adoption of the objectives of the program and the development of suggested procedures for implementing the program. Thereafter, the entire staff of the school should be involved in order to develop a program which will be meaningful to the instructor and to the student.

PROGRAM OBJECTIVES

The Career Orientation Program should be structured to accomplish the following objectives:

1. To provide the student with opportunities to develop an awareness of his own interests, abilities, aptitudes, and personality strengths and weaknesses and the effects of these characteristics on future job choices.

2. To provide the student with opportunities to gain exposure to the diversity of careers available in society.

3. To provide the student with opportunities for exposure to all levels of employment within career clusters.

4. To provide career exposure to meet the needs of all students.

5. To provide opportunities for school-wide orientation and development for the entire staff.

6. To implement curriculum that enables the student to analyze various occupations in terms of data, people, and things.

7. To implement curriculum that will illustrate the relationship of school subjects to the world of work.

8. To provide for continuous curriculum development, revision, and evaluation.

9. To develop and disseminate information concerning career development to the parents and community in an effort to gain understanding and support.

STAFF INVOLVEMENT

A Career Orientation Program will rarely be effective without the acceptance and endorsement of the school staff, and every effort should be made to discover the staff members' attitudes before the program is initiated. Flexibility within the program structure is important in order to meet the needs of each school and each classroom situation. Those staff members who accept their responsibilities and display positive attitudes toward career development will be vital to the success of the Career Orientation Program.

Responsibilities of the Coordinator

The responsibilities of the coordinator will undoubtedly vary with each school system depending upon whether his responsibilities are city-wide or within one school. In either situation, however, the coordinator will ultimately be responsible for the proper utilization of funds which have been allocated to offset expenses incurred as a result of the Career Orientation Program.

As a city coordinator, one may be working with supervising instructors or occupational specialists in many schools. He may be the public relations representative for all programs and thus spend a great deal of time building sound relationships between the school system and the community. As a school coordinator, however, one may be the main occupations resource person in the school and should serve as the liaison between the instructor and the community. He may aid instructors in selecting and obtaining field trips and speakers as well as offering ideas for integrating career materials into the individual curriculum.

Responsibilities of the Instructor

The junior high school instructor plays an important role in student maturation and development. He must take this responsibility seriously and help the student in the development of individual career goals. The instructor is more specialized in regard to his subject area than was the student's former elementary teachers. It is important that the instructor clarify the necessity of his specialized field in relation to the student's future so that the student can begin to compare his future goals to his present areas of study. The instructor should keep in mind that he is very influential in the student's evaluation of particular jobs; therefore, he must take extreme care in presenting information so that no value judgments are interjected.

Responsibilities of the Guidance Counselor

Because of his intensive study in career development, the guidance counselor is an invaluable aid in the implementation of the Career Orientation Program. He can share his guidance background by providing consultation services as well as useful materials for interested classroom instructors. By cooperation with instructors, the counselor can reach more students, thus providing a means toward the accomplishment of his goals as well as the goals of the program.

Responsibilities of the Administrator

To implement an effective, functional program, the program must be fully endorsed from the highest level of school administration of the system and full commitment and support of the school building principal. In the leadership role, the principal has an opportunity to affect change, influence and strengthen the program and to serve the students of his school. His demonstrated optimism, enthusiasm, and involvement are of cardinal importance as elements in the implementation of the program.

In-service Training

In-service meetings often contribute to the success of the Career Orientation Program as they provide specific times, outside the regular school schedule, in which the staff can concentrate on the development of the program. Meetings are often held a few days prior to the beginning of school in order to present the entire concept of the program. Additional in-service meetings may be held periodically with the entire staff or the steering committee in order to maintain enthusiasm and to solve any questions and problems that may arise throughout the year. Outside speakers can be utilized, as well as the school's own coordinator and counselors to show the need for the Career Orientation Program and to illustrate feasible ways in which the teaching of career development can be expanded.

COMMUNITY INVOLVEMENT

The Career Orientation Program offers a setting to incorporate all facets of the community. However, to gain full participation of a community, a program of educating the community to the concept of the Career Orientation Program must take place. The school has a responsibility to provide opportunities for the community to become involved in the formulation and implementation of the program. The community can be intensively involved throughout the program as members of advisory groups, resource speakers, or field trip sponsors.

Advisory Groups

In the organization of the Career Orientation Program, the counsel and encouragement of all elements of the community should be sought. To encourage the cooperative efforts of these outside factions, an advisory group should be established. Utilizing the advice of these resources of the community increases the exposure of the program, thus providing the continuous communication between the school and community that is necessary to program success.

Resource Speakers

In an effort to provide students role models outside the classroom, speakers from the community can be invited to come into the classroom to talk with the students about their jobs. In order to insure that the time spent will be worthwhile, it is imperative that the speaker be well advised as to what parts of his job he should relate to the students. It is also recommended to involve the student with these resource persons by allowing the student to experience when possible, those tasks demonstrated by the speaker. When classroom activities provide simulated tasks and utilize actual materials and/or procedures of that speaker's job, the student's interest and involvement is strengthened.

Field Trip Sponsors

Involvement and cooperation of the community is of vital importance in order to make the world of work a real experience rather than a discussion topic. Field trips allow the youth to view himself in the background of a work situation and become familiar with the surroundings. The emphasis of field trips in the Career Orientation Program is directed toward the people who work in various occupations rather than toward the importance of the company's product. Pre-trip discussion is imperative if the student is to utilize the opportunity to its fullest extent. The student must understand why he, or the entire class, is participating in this particular trip and should be advised of specific objectives that are hoped to be accomplished. Follow-up activities are also imperative in order for the student to express his newly-gained knowledge as well as to learn from other students' observations.

EVALUATION

Evaluation of the Career Orientation Program should be continuous and should be developed to procure reactions from students, instructors, counselors, administrators, parents, and resource people. The following four aspects are important to the success of the program and should be examined when evaluating the program:

1. Program Content
2. Student Growth
3. Staff Involvement
4. School Facilities

Program Content

The factors that should be evaluated in program content include classroom activities, field trips, resource speakers, and materials; this evaluation can take place almost daily. Questionnaires can be furnished to students and instructors when they are involved in career development activities inside and outside the school. Written commentaries can also be obtained from community resources who are involved in the program. Discussion groups are another valuable method of including all factions in this on-going process of evaluation.

Student Growth

The Career Orientation Program has been initiated for the welfare of the student; however, in order to evaluate the program's effectiveness, it is necessary to determine if behavioral change has taken place in the student. Two important aspects to be evaluated are the student's gains in knowledge of occupations and in knowledge of himself. Students can be tested at the beginning and end of the year and the results can be compared with the results of similar testing at a school which has no Career Orientation Program. Feedback also can be obtained from parents, instructors, and counselors as to the behavioral changes they have observed of the students.

Staff Involvement

The Career Orientation Program is only successful if the staff is personally motivated. Good ideas come from strong support and enthusiasm. Without these ingredients, student growth and program content are certain to be weak. Thus, when evaluating the staff involvement, one must analyze the procedures of implementation used by the staff in order to determine their effectiveness. In addition, an evaluation should be made of the in-service training that was provided for the purpose of increasing the staff's occupational awareness. Both the staff and the students should be involved in this evaluation.

Questionnaires, surveys, and discussion groups are possible instruments that could be utilized in this measurement process.

School Facilities

School facilities can only be evaluated by the staff as they alone know the availability and usefulness of the school's physical facilities. Surveys and questionnaires may be utilized to obtain opinions from the staff. In addition, the daily recording of equipment usage could denote the extent to which the existing facilities are being utilized.

The points of evaluation previously mentioned have utilized internal evaluators and observers. Although these individuals provide excellent feedback and analysis, it is necessary to obtain the reactions and responses of outside evaluators, professional and/or non-professionals, who can analyze the program impartially. These outside persons may utilize instruments of evaluation which can provide further insight into the effectiveness of the program.

STUDENT ACTIVITIES IMPLEMENTATION

The structure of the Career Orientation Program is designed to provide the background for the core of the program, the career development activities. It is hoped that through an organized program of student-centered activities, the student will be exposed to all facets of career development.

Many factors are present when analyzing the implementation of career development activities. First, one must consider the types of experiences available to the student, Secondly, the curriculum structure must be analyzed in each school to assess an appropriate plan of implementation. Lastly, the actual activities must be carefully evaluated in an effort to provide an opportunity for the student to gain complete understanding of the world of work.

STUDENT INVOLVEMENT

The Career Orientation Program should provide students with relevant and exciting learning experiences through student-centered activities. These activities, which stimulate the student's individuality, initiative, and curiosity, emerge in the forms of vicarious, simulated and hands-on experiences.

Vicarious Experiences

Students can profit greatly from occupational literature, books, and films. These materials enable the student to learn about various occupations without actually observing or performing the job tasks. Vicarious experiences are valuable individual or group activities which will broaden the exposure of the student's occupational awareness.

Simulated Experiences

In an effort to reinforce the student's interest in a particular career area, experiences involving mock job situations and/or job tasks can be incorporated into the program. These experiences provide the student with real sensations in a non-real setting, thus allowing the student to become mentally, physically, and emotionally involved without permanent results. Such experiences can be realized through the organization of role playing activities and the utilization of career games and kits.

Hands-On Experiences

The more students become involved in "doing" rather than "discussing," the less will be the need for concern about student motivation. Actual experiences of on-the-job work tasks provide valuable criteria by which the student can test his interests and abilities. Efforts to provide these real experiences should be increased to a maximum level.

STRUCTURAL PLANS

The Career Orientation Program can be implemented in one of the following three plans:

BLOCKED METHOD

School schedules may be planned to provide career exposure at a concentrated period or periods throughout the year, possibly to coincide with the intervals of the grading periods. This method solves scheduling problems and permits flexibility in terms of the time available for presentations and activities.

Example as per 6-9 or 12 weeks grading periods

1	2	3	4	5	All Teachers of All Disciplines Involved

INTEGRATED METHOD

Career exposure may be implemented by presentations in regularly scheduled periods by all teachers throughout the year. This method provides the instructor with the opportunity to introduce careers that coincide with daily subject matter, emphasizing the relationship of various jobs and careers to the instructor's subject area.

Example as per 6-9 or 12 weeks grading periods

1	2	3	4	5	6
	ALL TEACHERS INTRODUCE AND PROVIDE				
	OPPORTUNITIES TO DEMONSTRATE RELATIVE CAREERS				
	THAT ARE BASED UPON THEIR				
	DAILY SUBJECT MATTER				

COMBINED METHOD

Some school staffs may choose to combine the positive aspects of both the blocked and integrated methods. By utilizing both plans, selected instructors could present career development activities throughout the year, but all staff members would have the opportunity to participate during an interval of time blocked for the purpose of career exposure.

Example as per 6-9 or 12 weeks grading periods

1	2	3	4	5	6
	A SPECIFIC TEACHER IN CONTACT WITH ALL CHILDREN				
	OF A GRADE LEVEL PROVIDING CAREER INFORMATION THROUGHOUT THE YEAR ———				
	BALANCE OF TEACHERS PROVIDING THE REGULAR				
	SCHOOL PROGRAM				

PROGRAM RATIONALE

The Career Orientation Program must present to students:

1. A more adequate knowledge of our technological society and jobs and career alternatives.

2. A knowledge of the economics necessary for participating in a technological society.

3. A knowledge of the kind of education or training required and work traits necessary in obtaining employment and gaining success in jobs and careers.

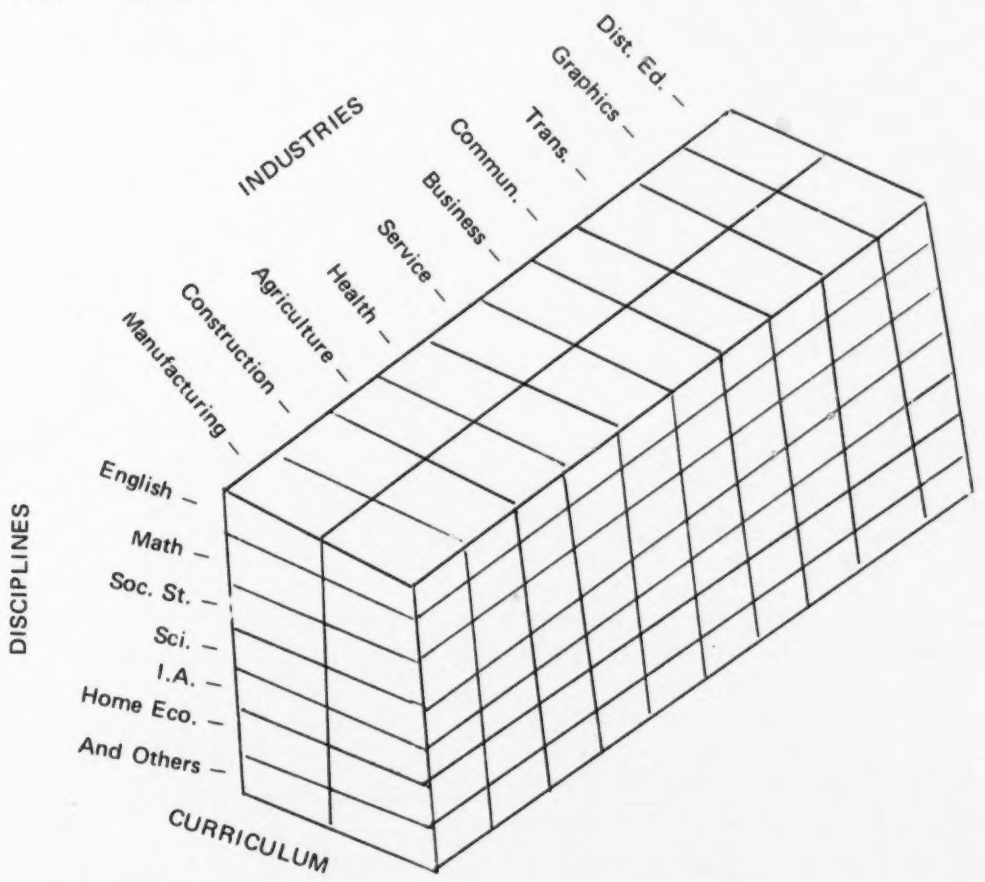
4. A self-appraisal regarding personal skills, abilities, and life aspirations.

5. An opportunity to develop attitudes toward the world of work which enables a person to fulfill his job career goal.

6. An opportunity to develop an attitude that socially useful work has dignity and worth and is necessary as a part of an integrated socio-economic system.

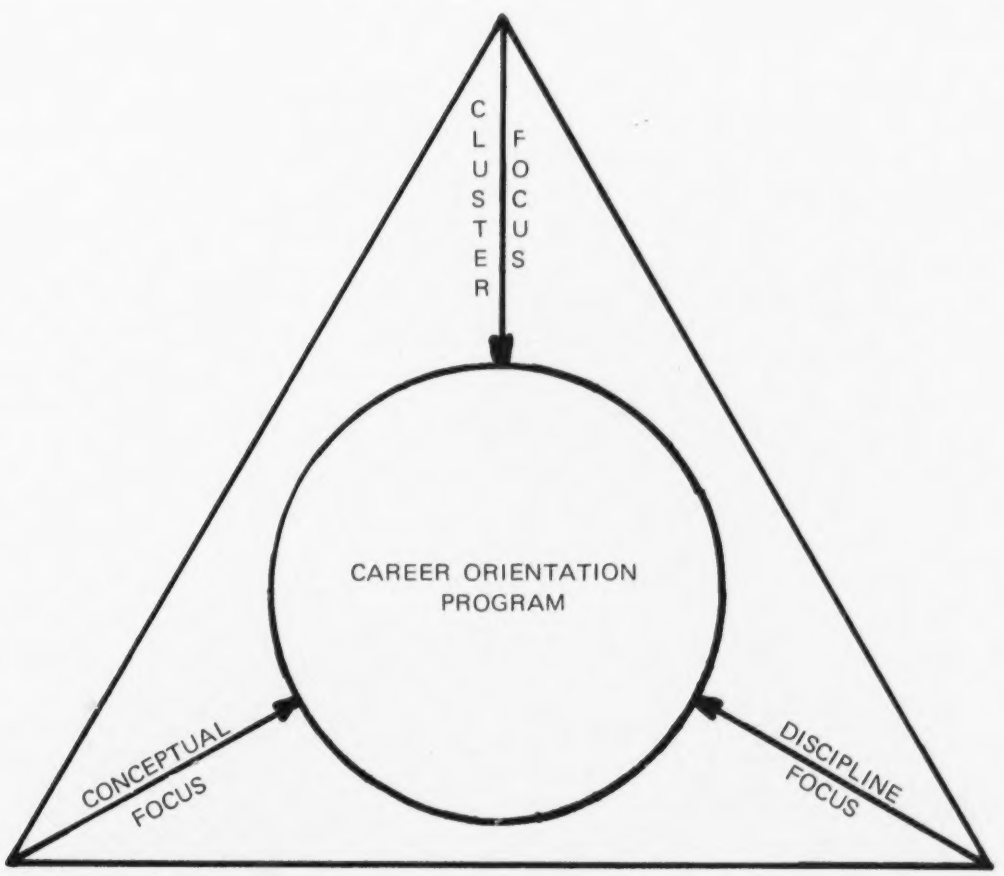
To make a job career choice from the widest range of occupational information, a program must permeate the entire school. The exposure cannot be treated as an isolated subject, but one that contributes to the entire motivation and enrichment of the many areas of experience necessary for the growth and development of the student.

The presentation of the program is conceptualized to involve all disciplines as they relate to student experiences and occupational information. To illustrate this concept, the graphic matrix follows:



Focuses of Career Development

There are three important focuses to consider when implementing career development activities into the classroom. The focuses are: (1) orienting the student to the world of work through basic concepts of work, (2) introducing occupations through the medium of career clusters, and finally (3) matching specific occupations to particular subject disciplines. Each focus is supportive of the other two, thus demonstrating that all three are necessary if the activity is to have a lasting impact upon the student. The following diagram illustrates the interdependence of the conceptual focus, the cluster focus, and the discipline focus.



Conceptual Focus

In analyzing the objectives of the Career Orientation Program, the following six components can be identified as concepts of career development:

1. Individual and Environment
2. World of Work
3. Education and Training
4. Economics
5. Employability and Work Adjustment Skills
6. Decision Making

These six components are not job-centered, but instead are student centered. All of the concepts are integral parts of the student's personal, educational, and vocational development. In the examples that follow, developmental objectives, projected behavioral outcomes, and possible activities to obtain these objectives are presented for each component.

INDIVIDUAL AND ENVIRONMENT

I. DEVELOPMENTAL OBJECTIVE

To realize that a successful career is based upon interest and ability.

II. BEHAVIORAL OUTCOME

The student will be able to identify a job in which he is interested and to list three skills necessary to obtain that job.

III. ACTIVITIES

Students participate in interest and ability surveys.

Students view films showing the needed abilities for various occupations.

Students listen to a speaker who has changed jobs and discover why that change took place.

INDIVIDUAL AND ENVIRONMENT

I. DEVELOPMENTAL OBJECTIVE

To discover one's personal capabilities as they relate to careers.

II. BEHAVIORAL OUTCOME

The student will be able to select three occupations which are within his personal capabilities.

III. ACTIVITIES

Students explore requirements involved in at least three careers in which they are interested.

Students listen to speakers who explain the personal requirements of their specific jobs.

Students utilize career kits which offer opportunities to perform simulated work tasks.

INDIVIDUAL AND ENVIRONMENT

I. DEVELOPMENTAL OBJECTIVE

To realize the application of school subjects to different careers as well as to one's present life environment.

II. BEHAVIORAL OUTCOME

The student will be able to explain the relationship between school subjects and three present and/or future jobs.

III. ACTIVITIES

Students interview parent, neighbor, or friend to discover the skills used on their jobs.

Students listen to speakers who elaborate on the skills they use, e.g., cartooning done by a commercial artist.

Students participate in field trips to discover jobs that have direct correlation to specific school subjects.

WORLD OF WORK

I. DEVELOPMENTAL OBJECTIVE

To become knowledgeable about occupational opportunities within the community.

II. BEHAVIORAL OUTCOME

The student will be able to identify specific occupations available from the listed resources.

III. ACTIVITIES

Students participate in field trips to various resources within the community.

Students gather materials from business and industry and prepare a classroom or school display.

Students listen to various speakers within the community discuss possible opportunities for them in the future.

WORLD OF WORK

I. DEVELOPMENTAL OBJECTIVE

To recognize the interdependence of the levels of work in all occupations.

II. BEHAVIORAL OUTCOME

The student will be able to list occupations within a cluster that show interdependence upon each other.

III. ACTIVITIES

Students investigate and make reports of clusters of occupations to view the levels of careers.

Students participate in a field trip for the purpose of understanding interdependence among workers.

Students choose group projects which require interdependence among the group members.

WORLD OF WORK

I. DEVELOPMENTAL OBJECTIVE

To discover sources for information pertaining to the world of work.

II. BEHAVIORAL OUTCOME

The student will demonstrate a working knowledge of sources of occupational information by contacting at least two resources.

III. ACTIVITIES

Students research through materials in the resource center to find sources of occupational information.

Students write letters for information from community resources and state and federal agencies.

Students meet with counselor, individually or in small groups, and discover his materials (brochures, Dictionary of Occupational Titles, simulation games).

EDUCATION AND TRAINING

I. DEVELOPMENTAL OBJECTIVE

To understand the different educational requirements necessary in attaining various career goals.

II. BEHAVIORAL OUTCOME

The student will be able to name the educational requirements for at least three different occupations.

III. ACTIVITIES

Students research to discover the educational requirements for careers in which they are interested.

Students divide into groups or teams and compete to determine which group can name the educational requirements for specific occupations.

Students question speakers as to the amount of education needed to obtain jobs in their organizations.

EDUCATION AND TRAINING

I. DEVELOPMENTAL OBJECTIVE

To understand the personal investment involved in career preparation.

II. BEHAVIORAL OUTCOME

The student will be able to choose occupations and make budgets of the time and money needed to prepare for the occupation.

III. ACTIVITIES

Students, with the help of the counselor, research occupations as they are listed in the Dictionary of Occupational Titles.

Student research through informative sources the cost in time and money to attain necessary qualifications of selected careers.

Students visit a vocational and technical high school to discover the types of training offered at that institution.

EDUCATION AND TRAINING

I. DEVELOPMENTAL OBJECTIVE

To discover the importance of education to one's future life.

II. BEHAVIORAL OUTCOME

The student will be able to explain the relationship between what he is currently studying and two possible future occupations.

III. ACTIVITIES

Students utilize classroom subject matter to relate to specific occupations, e.g., advertising campaign in art class.

Students listen to a role model discuss the relationship of a particular subject to his career.

Students research to discover as many jobs as possible that relate to a specific subject area.

ECONOMICS

I. DEVELOPMENTAL OBJECTIVE

To become knowledgeable about the economic aspects of careers.

II. BEHAVIORAL OUTCOME

The student will be able to list two aspects of an occupation which involved the knowledge of economics.

III. ACTIVITIES

Students study the stock market for a period of time in which they select stocks, chart them daily, and calculate their profits or losses periodically.

Students interview parents or neighbors to learn their views in regard to unions; then role play both the management representative and the union representative in a negotiations situation.

Students research to discover the average salaries for occupations in which they are interested; then figure the daily and weekly wages.

ECONOMICS

I. DEVELOPMENTAL OBJECTIVE

To understand the effects of changing technology on one's future career.

II. BEHAVIORAL OUTCOME

The student will demonstrate a knowledge of the adaptability of a given skill to two related occupations.

III. ACTIVITIES

Students contrast early and modern forms of transporting goods and relate other changes in society.

Students discuss changes in assembly-line occupations after the invention of machines and the effects of automation on employees' economic situations.

Students choose a specific occupation and discover related jobs that require similar skills.

EMPLOYABILITY AND WORK ADJUSTMENT SKILLS

I. DEVELOPMENTAL OBJECTIVE

To develop patterns of personal and interpersonal behavior that will contribute to job success.

II. BEHAVIORAL OUTCOME

The student will be able to identify and demonstrate traits that will contribute to successful relationships in the working world.

III. ACTIVITIES

Students view films showing different employees' behaviors (on their job and/or their interviews) and discuss the effects these behaviors have upon their job success.

Students participate in a debate as to whether or not an employee should conform to an employer's expectations.

Students role play conflict situations between employer-employee, foreman-worker, and teacher-student.

EMPLOYABILITY AND WORK ADJUSTMENT SKILLS

I. DEVELOPMENTAL OBJECTIVE

To realize the importance of communication skills in obtaining and maintaining a job.

II. BEHAVIORAL OUTCOME

The student will be able to demonstrate his mastery of communication skills.

III. ACTIVITIES

Students visit radio and/or television stations in an effort to discover the importance of communication skills.

Students role play the proper and improper manners of communication on the telephone.

Students role play job interviews to emphasize the importance of communication skills.

EMPLOYABILITY AND WORK ADJUSTMENT SKILLS

I. DEVELOPMENTAL OBJECTIVES

To acquire a knowledge of those procedures which may be necessary for obtaining employment.

II. BEHAVIORAL OUTCOME

The student will be able to execute the procedures for applying for employment.

III. ACTIVITIES

Students research to discover the labor laws that pertain to this age group.

Students complete social security applications, work permit applications, and job applications.

Students role play job interviews and relate the interviews to information obtained from the job application.

DECISION MAKING

I. DEVELOPMENTAL OBJECTIVE

To develop skills in evaluating information for various occupations.

II. BEHAVIORAL OUTCOME

The student will be able to obtain pertinent information about that occupation.

III. ACTIVITIES

Students independently research through the library to discover information which they believe to be necessary in selecting specific occupations.

Students listen to peers who have volunteered their services to the school or community and relate this information to future occupational opportunities.

Students select careers in which they are interested and evaluate their own abilities to obtain these jobs in the future.

DECISION MAKING

I. DEVELOPMENTAL OBJECTIVE

To develop skills in evaluating one's own interests and abilities that have application to career information.

II. BEHAVIORAL OUTCOME

The student will be able to categorize certain interests, traits, and/or talents that may be needed for three occupations.

III. ACTIVITIES

Students discuss the relationship of sports activities, career clubs, dramatic clubs, etc., on students' future occupational choices.

Students listen to peers who have volunteered their services to the school or community and relate this information to future occupational opportunities.

Students select careers in which they are interested and evaluate their own abilities to obtain these jobs in the future.

DECISION MAKING

I. DEVELOPMENTAL OBJECTIVE

To learn problem-solving techniques and the manner in which they apply to career opportunities.

II. BEHAVIORAL OUTCOME

The student will be able to identify problems and possible solutions within that situation.

III. ACTIVITIES

Students select careers in which they are interested; then identify what they want and need to know and identify where they could obtain the information.

Students select careers in which they are interested; then identify the positive and negative aspects and their importance to the desirability of those selected jobs.

Students role play problems which have previously existed in the classroom; then discuss possible methods for reaching decisions to correct these problems.

CLUSTER FOCUS

Another focus necessary in orienting students to careers in that of analyzing the world of work through career clusters. In the analysis of a cluster, important points of emphasis are directed toward needs, varieties of occupations, and opportunities available. Almost all careers can be classified in one of the following ten clusters:

1. Agriculture
2. Business
3. Communication
4. Construction
5. Distribution and Marketing
6. Government Services
7. Health Services
8. Manufacturing
9. Personal Services
10. Transportation

Each of the clusters can be utilized by all staff members in implementing career development activities. In the illustrations that follow, a listing of related careers, necessary developmental objectives, and possible activities to accomplish the stated objectives are presented for each cluster.

AGRICULTURE

I. EXAMPLES OF RELATED CAREERS

Agronomist, Auctioneer, Butcher, Dairy Farmer, Ecologist, Farm Mechanic, Floriculturist, Forester, Horticulturist, Landscape Architect, Soil Conservationist, Teacher, Tree Surgeon, Veterinarian

II. DEVELOPMENTAL OBJECTIVES

To understand the need for workers in the area of agriculture.

To learn of the variety of careers available in the area of agriculture.

To discover job opportunities within the community in the area of agriculture.

III. ACTIVITIES

Students divide into groups and give reports on various careers related to agriculture.

Students create a bulletin board in class on careers related to agriculture.

Students visit various farms and compare them as to crops, soil, erosion, livestock, etc.

Students prepare two-column charts. In the first column, they list five or more animals; in the second column, they list the manner in which each animal protects itself against climate changes.

Students research and report changes in methods of farming.

Students discuss the effects of weather on the growth of crops and livestock.

Students discuss the manners in which the uncontrolled use of pesticides and fertilizers affect both agriculturists and consumers.

Students list the different manners in which air is being polluted throughout the community. Students research to discover what measures the community has taken to control air pollution.

Students study natural resources such as wildlife, grazing, lands, lakes and oceans, and forests and plan activities which would aid in the protection of these natural resources.

BUSINESS

I. EXAMPLES OF RELATED CAREERS

Auditor, Bookkeeper, Buyer, Cashier, Clerical Worker, Credit Analyst, Data Processing Equipment Operator, Department Manager, Office Machine Operator, Office Machine Repairman, Salesman, Secretary, Stock Clerk, Typist

II. DEVELOPMENTAL OBJECTIVES

To learn of careers available to individuals having business talents or interests.

To understand the need for workers in business careers and to understand how business affects one's daily life.

To discover job opportunities within the community for those individuals interested in business careers.

III. ACTIVITIES

Students organize and operate a business and offer prizes for those "salesmen" who sell the most goods.

Students set up a model office with a manager, secretary, etc. to run a business.

Students photograph local businesses and prepare a class scrapbook for display.

Students visit local businesses in an effort to obtain realistic attitudes toward careers in business.

Students observe a business education class in a nearby high school.

Students discuss and role play different types of salespersons.

Students write commercials, poems, and songs concerning the promotion of a company product.

Students observe the operation of the school's business office; then set up a simulated office noting the many responsibilities of the workers.

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COMMUNICATION

I. EXAMPLES OF RELATED CAREERS

Artist, Cameraman, Computer Programmer, Film Editor, Offset Pressman, Photographer, Production Director, Proofreader. Prop Man, Radio-Television Announcer, Reporter, Telephone Operator, Typesetting Machine Operator, Writer

II. DEVELOPMENTAL OBJECTIVES

To understand the importance of communication to the well-being of society.

To learn of the variety of occupations available in the area of communication.

To discover job opportunities within the community for individuals interested in communication careers.

III. ACTIVITIES

Students visit printing laboratories at nearby vocational high schools.

Students visit local newspaper printing companies.

Students observe events and write articles to be printed in a class newspaper.

Students visit local television and/or radio station; then role play the job of the announcer by utilizing new articles written by the entire class.

Students visit telephone office; then role play both the operator and the consumer.

Students make posters and develop commercials to be used as sixty-second videotaped commercials.

Students visit computer sites and learn the many uses of computers.

CONSTRUCTION

I. EXAMPLES OF RELATED CAREERS

Bricklayer, Carpenter, Draftsman, Electrician, Electrical Repairman, Glazier, Operating Engineer, Painter, Paperhanger, Refrigeration System Installer, Roofer, Sheet Metal Worker, Structural Steelworker, Welder

II. DEVELOPMENTAL OBJECTIVES

To learn of the various careers in the area of construction.

To understand the important role of the construction worker to the welfare of society.

To discover job opportunities for construction workers within the community.

III. ACTIVITIES

Students visit construction site periodically to observe the variety of workers needed to complete a project.

Students construct wall, steps, or similar structure using the materials and tools of construction workers.

Students produce drawings of various mechanical devices.

Students set up simulated construction project emphasizing the need for general construction workers.

Students visit technical school to become aware of training possibilities in the area of construction.

Students visit sheet metal fabrication shop where they engage in laboratory activities such as cutting, forming, reading of blue prints, etc.

Students design and, if possible, decorate room in school or develop decorating plans for a model home.

DISTRIBUTION AND MARKETING

I. EXAMPLES OF RELATED CAREERS

Advertising Manager, Appraiser, Business Agent, Buyer, Claims Adjuster, Customer Service Clerk, Department Manager, Displayman, Photographer, Procurement Officer, Sign Designer, Statistician, Tabulating Clerk

II. DEVELOPMENTAL OBJECTIVES

To learn of the various careers present in the area of distribution and marketing.

To understand the importance of distribution and marketing to the economy of society.

To discover job opportunities within the community available to workers in the area of distribution and marketing.

III. ACTIVITIES

Students bring to class items of merchandise and list the consideration used when buying.

Students list all products that must be purchased for the manufacture of a simple product such as a pencil sharpener.

Students participate in a cost analysis of a product that is mass produced.

Students complete buying forms and examine terms and discounts available to businesses.

Students design store signs offering an item for sale.

Students bring to class newspaper ads and analyze such characteristics as clarity, price comparison, eye appeal, and art layout.

Students bring items to class and make display arrangements.

Students listen to a presentation by a store manager and then discuss with him the various departments and the responsibilities of workers in each department.

Students study warranties and guarantees used by local department stores.

GOVERNMENT SERVICES

I. EXAMPLES OF RELATED CAREERS

Bailiff, Correction Officer, Court Officer, Farm Checker, FBI Agent, Fingerprint Classifier, Fireman, Inspector, Judge, Military Serviceman, Policeman, Security Chief, Social Worker, Title Clerk

II. DEVELOPMENTAL OBJECTIVES

To understand the need for workers in the area of government services.

To learn of the variety of careers available in the area of government services.

To discover job opportunities within the community in the area of government services.

III. ACTIVITIES

Students debate the importance of food and drug inspection laws.

Students attend a court session; then discuss proceedings with judge and/or other justice department officers.

Students create a bulletin board of various forms used by government departments.

Students form a student court for violators of school regulations.

Students discuss personal qualities necessary to be a good patrolman.

Students discuss the importance of fingerprinting in fighting crime.

Students listen to representatives of military recruitment stations discuss careers as servicemen and servicewomen.

Students conduct a fire prevention campaign.

Students listen to a representative from a service group such as Vista or Peace Corps discuss career opportunities.

HEALTH SERVICES

I. EXAMPLES OF RELATED CAREERS

Dental Assistant, Dentist, Dietitian, Food Technologist, Hospital Receptionist, Laboratory Assistant, Medical Doctor, Medical Librarian, Medical Secretary, Occupational Therapist, Optometrist, Pharmacist, Public Health Administrator, Speech Therapist, X-ray Technician

II. DEVELOPMENTAL OBJECTIVES

To understand the importance of health services to the growth and development of society.

To learn of the variety of occupations available in the area of health services.

To discover career opportunities within the community in the area of health services.

III. ACTIVITIES

Students read and report on the health department in the city or country.

Students discuss the public health regulations that affect them personally.

Students question speakers as to whether or not medical examinations are given to their organizations' workers.

Students investigate and report on various health organizations that are present in the community.

Students create a chart of health occupations that require: 1) high school education; 2) post high school training; 3) technical school training; 4) on-the-job training; 5) college education; 6) post-college education.

Students bring to class health careers opportunities from the want-ad section and underline the requirements stated for each job.

Students visit a physician's office and/or hospital to observe the many duties performed by the workers.

Students develop skits using the theme of hospital careers utilizing the roles of various hospital workers.

MANUFACTURING

I. EXAMPLES OF RELATED CAREERS

Designer, Engineer, Factory Worker, Foreman, Security Personnel, Inspector, Machine Molder, Machine Tool Operator, Machinist, Purchaser, Technician, Tool and Die Maker, Plant Maintenance

II. DEVELOPMENTAL OBJECTIVES

To understand the effect the area of manufacturing has had upon the functioning of society.

To learn of the various occupations in the area of manufacturing.

To discover job opportunities within the community in the area of manufacturing.

III. ACTIVITIES

Students visit local industry and talk with workers about their jobs.

Students visit a machine shop and observe the various metal-working machine tools.

Students listen to a draftsman relate his job activities and then examine blueprints under speaker's guidance.

Students develop new designs for automobiles, trains, or airplanes.

Students visit manufacturing corporation and learn the changes in manufacturing as a result of automation.

Students visit a shipping and receiving department of a manufacturing plant to observe the ordering of supplies and materials.

Students visit a large company which has design and engineering departments.

Students view movies of various manufacturing companies to understand more fully the importance of interdependence among workers.

PERSONAL SERVICES

I. EXAMPLES OF RELATED CAREERS

Baker, Barber, Cook, Cosmetologist, Drycleaning, Machine Operator, Emblamer, Masseur, Real Estate Broker, Salesperson, Service Station Attendant, Social Worker, Tailor, Taxi Driver, Waiter/ Waitress

II. DEVELOPMENTAL OBJECTIVES

To understand the need for workers in the area of personal services.

To learn of the variety of occupations available in the area of personal services.

To discover employment possibilities within the community in the area of personal services.

III. ACTIVITIES

Students tour school cafeteria and industrial cafeteria; then discuss their similarities and differences.

Students design and make menu cards.

Students role play various occupations of a large restaurant.

Students visit a hospital with a department of physical therapy.

Students visit drycleaning organizations to discover various occupations and the machines used in these occupations.

Students create mobiles of hang tags with care and cleaning directions for various types of materials.

Students role play department store salespersons and door-to-door salespersons; then compare and contrast their job activities.

Students listen to a social worker explain his job and then question him as to the need for social workers in the future.

Students research to discover places of training for those individuals interested in the occupations of a barber and/or beautician.

TRANSPORTATION

I. EXAMPLES OF RELATED CAREERS

Brakeman, Bus Driver, Conductor, Locomotive Engineer, Marine Engineer, Mechanic, Meteorologist, Navigator, Pilot, Radio Operator, Stewardess, Subway Conductor, Taxi Driver, Transportation Agent, Truck Driver.

II. DEVELOPMENTAL OBJECTIVES

To understand the importance of transportation to the development of society.

To learn of the variety of occupations available in the area of transportation.

To become aware of the job opportunities within the community in the area of transportation.

III. ACTIVITIES

Students plan vacations for a family by air, train, bus, ship, or automobile.

Students trace the route of the delivery of a product by air, sea, or land.

Students visit an airport to discover the many workers performing different tasks.

Students write commercials advertising travel by air, land, or sea.

Students conduct a panel discussion on the advantages and disadvantages of each mode of travel.

Students conduct a parent survey to estimate the parents' most favored mode of transportation.

Students compete in planning the most economical, but most appealing trip.

Students tour local bus terminal to discover the variety of workers employed.

DISCIPLINE FOCUS

Career development activities that relate to an instructor's particular subject area can also be provided. Thus, the discipline focus can be utilized as a feasible manner toward achieving the objectives of the Career Orientation Program.

In the discipline focus, a specific occupation or group of occupations can be correlated to a specific subject area. Sketches of units are presented which include the rationale, the developmental objectives and the activities by which the objectives can be accomplished for the following nine subject areas:

1. Art
2. English
3. Home Economics
4. Industrial Arts
5. Mathematics
6. Music
7. Physical Education
8. Science
9. Social Studies

It should be noted that in the following units only one example is illustrated for each discipline area. Additional units should be developed for the variety of careers related to each discipline area.

Art Example

DESIGNER

I. RATIONALE

Students have been raised in an environment in which they use a variety of products daily, but they often fail to appreciate the creation of these products. A unit developed around the area of design can provide the student with the opportunity to develop some ability to recognize the skills involved in the creation of products as well as discovering the careers involved in this area.

II. DEVELOPMENTAL OBJECTIVES

To discover the importance of designers in the lives of all people.

To realize the effect that the design of a product has on a consumer.

To learn of the variety of careers related to the area of design.

III. ACTIVITIES

A. Of what value is the designer to the daily lives of all?

1. Students sketch a design of a necessary product in their lives in relation to food, clothing, or shelter.

2. Students discuss the various products and the variety of designs for each, e.g.,

a. Students describe the various designs available in obtaining a chair - from straightback to heavily cushioned with built-in footstool.

b. Students discuss the reasons which influence the desire for elaborately designed chairs, e.g., comfort, style.

B. What effect does the design of a product have on the consumer?

1. Students discuss the importance of a well-designed product, e.g., automobile design.

a. Exterior attractiveness (an unattractive automobile may not sell, regardless of its actual performance quality).

c. Comfort (a poorly designed automobile may have inconvenient features).

2. Students discuss what products they would most like to redesign.

3. Students design products in a manner which they believe will demonstrate their skills.

C. What occupations are related to the area of design?

1. Students discuss various professions which utilize designers, e.g.,

a. Interior decoration

b. Architecture

c. Manufacturing

2. Students discuss the need for people talented in design in areas not directly related to design, e.g.,

a. Displaymen

b. Stockboys

c. Layoutmen

3. Students personally evaluate their interests in learning more about the occupation of a designer.

English Example

NEWSPAPER EMPLOYEES

I. RATIONALE

Daily communications is an essential endeavor in our society. Students may not realize the vast number of people involved in the publication of a daily newspaper. Thus, actual participation in a unit involving newspaper work not only introduces the student to an area of communication, but also to the concept of interdependence.

II. DEVELOPMENTAL OBJECTIVES

To learn the variety of work tasks performed by newspaper employees.

To understand the need for communicative skills, both verbal and written, in newspaper occupations.

To discover the necessity of interdependence when a common goal is shared.

III. ACTIVITIES

A. What types of occupations are present in the publication of a newspaper?

1. Students list the different newspaper jobs with which they are familiar, e.g., reporter, editor, printer and distributor.

2. Students discuss responsibilities of each area mentioned with the instructor's clarification of facts.

3. Instructor may present the idea of publishing a class newspaper and offer to consider students' "job" preferences after a "mini" interview. (Note: A newspaper centered around the theme of careers could offer the student even more orientation.)

B. Do all newspaper employees need English skills?

1. Students role play reporters (one speaking in an organized manner with good grammar, the other asking unrelated questions with jumbled, nonsensical grammar).

2. Students discuss the need for English and spelling skills in all areas -- including printing and distribution, e.g.,

a. Could a person qualify as a proofreader without spelling skills?

b. Could a person sell newspapers without communicating to tne public?

C. Is everyone's job important in the production of a newspaper?

1. As the students begin to finalize their responsibilities in the newspaper project, emphasis must be placed on the importance of the punctuality of each one's contributions.

2. Students discuss the frustrations that take place in daily life when one who is depended upon lets the other down - this can be related to interdependence in newspaper work.

3. Upon completion of the project, students evaluate their interests in learning more about the occupations of newspaper employees.

Home Economics Example

COSMETOLOGIST

I. RATIONALE

Many students enjoy involvement with personal beautification of themselves and others. A unit centered around the area of cosmetology can illustrate to the students that work can be enjoyable and self-fulfilling in a manner that they can understand and experience.

II. DEVELOPMENTAL OBJECTIVES

To discover the skills necessary to obtain a job as a cosmetologist.

To understand the importance of courtesy and tact when involved in a service occupation such as cosmetology.

To consider the advantages and disadvantages of the occupation of a cosmetologist.

III. ACTIVITIES

A. What skills are needed to work as a cosmetologist?

1. Students discuss the skills they believe to be necessary to obtain a job as a cosmetologist, e.g.,

   a. Skill in cutting and setting hair

   b. Skill in manicuring nails

   c. Skill in dyeing hair

   d. Skill in working with wigs

2. Students discuss personal attributes that are needed as a cosmetologist, e.g.,

a. Cheerful disposition

b. Interest in people

c. Good health (must stand for hours)

3. If interest is shown the class may wish to invite a cosmetologist (perhaps a parent) to speak with the class.

B. Why are personal attributes so important in the occupation of a cosmetologist?

1. Students role play - one student as a beautician or manicurist, the other as a dissatisfied customer.

2. Students discuss feelings and dispositions, e.g.,

a. How does one feel when regardless of how hard he tries, his parents, teachers, or friends are displeased with him?

b. Compare a variety of examples of personality conflicts with sample job situations as cosmetologists.

C. What are some possible advantages and disadvantages of occupations in the personal services such as that of a cosmetologist.

1. Students discuss possible advantages of a job as a cosmetologist, e.g.,

a. Part-time or full-time work possibilities

b. Quick results and satisfaction

2. Students discuss possible disadvantages of a job as a cosmetologist, e.g.,

a. Formal training necessary

b. Talent and patience mandatory

3. Students personally evaluate their interests in learning more about the occupation of a cosmetologist.

Industrial Arts Example

HOME REPAIR SERVICEMAN

I. RATIONALE

Products and equipment that are purchased for the home often include a warranty which guarantees free repair of that item for a short period of time. However, after that free repair period ends, the search for a repairman and the cost of his services are the responsibility of the consumer. Students, either as consumers or prospective employees, can gain knowledge by analyzing the area of home repair services.

II. DEVELOPMENTAL OBJECTIVES

To discover the variety of work tasks performed by home repair servicemen.

To discover the skills being developed through involvement in industrial arts classes.

To learn the value of honesty, courtesy, and diplomacy necessary to the success of a home repair serviceman.

III. ACTIVITIES

A. What types of work tasks are performed by home repair servicemen?

1. Students discuss repairs that may be needed for the structural frame of a home, e.g.,

   a. Roofing and siding

   b. Plumbing

   c. Electrical maintenance

2. Students discuss major appliances that often require repair within the home, e.g.,

a. Kitchen appliances

b. Laundry equipment

c. Television and stereo console equipment

B. Would instruction through industrial arts classes prove beneficial if one was interested in the occupation of a home repair serviceman?

1. Under direction of instructor, students choose projects, individual or group, which relate to job tasks of a home repair serviceman.

a. What did they repair?

b. Has the class been introduced to anything similar as yet?

c. What personal impression did the serviceman transmit? Was it competent, friendly, patient, inconsiderate, etc.?

C. How does the occupation of a home repair serviceman differ from other repair service occupations?

1. Students distinguish between home repair services and other repair services, e.g.,

a. Serviceman must go to customer's home

b. Serviceman must often work his schedule to fit the customer's schedule

c. Customer is often observing the serviceman as he works.

2. Students relate observations of servicemen who have visited their homes in the past, e.g.,

a. What did they repair?

b. Has the class been introduced to anything similar as of yet?

c. What personal impression did the serviceman transmit? Was he competent, friendly, patient, inconsiderate, etc.

C. How does the occupation of a home repair serviceman differ from other repair service occupations?

1. Students distinguish between home repair services and other repair services, e.g.,

a. Serviceman must go to customer's home

b. Serviceman must often work his schedule to fit the customer's schedule

c. Customer is often observing the serviceman as he works.

2. Students discuss the importance of good human relations if employed as a home repair serviceman, e.g.,

a. Must enjoy people - cannot get nervous when being observed

b. Must use tact - especially if criticizing customer's repair-preventive habits.

3. Students personally evaluate their interests in discovering more about the occupation of a home repair serviceman.

Mathematics Example

INSURANCE SALESMAN

I. RATIONALE

The area of insurance sales employs many men and women. Students should be aware of what is involved in insurance sales for both consumer and occupational purposes so that they may make wiser decisions, both economically and vocationally, in the future.

II. DEVELOPMENTAL OBJECTIVES

To learn the types of insurance that are available.

To understand the needs that are served by the various types of insurance.

To discover the need for mathematical principles in the occupation of an insurance.

To consider possible advantages and disadvantages in the occupation of an insurance salesman.

III. ACTIVITIES

A. What is insurance?

1. Students list all the different types of insurance of which they are aware - life, health, automobile, etc.

2. Students discover from parents the types of insurance coverage necessary for their particular needs.

3. Students discuss the consumer's reasons for purchasing various types of insurance, e.g.,

a. Life insurance secures the welfare of a family in case of the death of the breadwinner.

b. Health insurance protects the consumer from extreme bills in case a member of the family must undergo surgery or some other type of hospital care.

c. Automobile insurance is necessary in order to protect the consumer from extreme monetary loss due to an automobile accident.

4. Students discuss problems that arise with the purchase of insurance, e.g.,

a. Premium costs

b. Situations in which insurance does not cover the expenses.

B. Does an insurance salesman need mathematical skills?

1. Student or teacher role plays an insurance salesman (insurance salesman could be utilized for this purpose).

2. Students discuss situations in which an insurance salesman needs mathematical skills, e.g.,

a. Salesman must figure premiums for customer's benefit when making sales presentation.

b. Salesman deals with checks and cash and must have the ability to keep accurate records.

c. Salesman is often paid on a commission basis and thus needs math in determining his wages.

C. What are possible advantages and disadvantages of an insurance sales occupation?

1. Students list possible advantages of insurance sales

a. Flexibility of working hours

b. Earning based on commissions

c. Most consumers realize the need for some type of insurance

2. Students list possible disadvantages of insurance sales

a. Evening work

b. Varying salary as a result of commission wages.

c. Strong competition within and outside the company.

3. Students personally evaluate their interests in learning more about the occupation of an insurance salesman.

Music Example

GROUP PERFORMER

I. RATIONALE

Increased amounts of leisure time have provided consumers with more hours to pursue entertainment services. One service that is often sought is that of group performance. Young people are always enthused to learn about the types of lives that their music heroes lead; therefore, little motivation should be needed to interest students in a unit centered around the career of a group performer.

II. DEVELOPMENTAL OBJECTIVES

To consider possible advantages and disadvantages of group performance as compared to solo performance.

To understand the pressures involved in the occupation of a group performer.

To learn the value of public opinion and acceptance to the career of a group performer.

To understand that the occupation of a group performer offers both satisfaction and disappointment.

III. ACTIVITIES

A. What different effects do group performers have on their audiences than do solo performers?

1. Students discuss their individual preferences for group or solo performance and explain their reasons, e.g.,

   a. Pianist - provides enjoyable background music.

   b. Group instrumental - accentuates the instruments, rather than background for vocalists.

c. Vocalist - cannot blend into group, cannot hide imperfections.

d. Vocal group - provides harmony and variety.

2. Students compare entertainment environments to the types of performers that are employed, e.g.,

a. Restaurant - Pianist, soloist, or small instrumental group.

b. Dance - Vocal or instrumental group

B. What effect does the public have on the success of a group performer?

1. Students discuss the rise and fall of group performers, e.g., Why do "top" groups lose their popularity?

2. Students discuss the pressures involved in maintaining a "top" group, e.g.,

a. Can never have a poor performance

b. Constant reminder that if they are "Number One", the only direction remaining is down.

C. What satisfactions and disappointments do many group performers encounter in their careers?

1. If possible, student group performers may speak with the students.

2. Students discuss satisfactions that they believe group performers experience, e.g.,

a. Creating music

b. Pleasing the audience

3. Students discuss disappointments that they believe group performers experience, e.g.,

   a. Audience rejection

   b. Long hours - both practice and performance

4. Students evaluate for themselves their desires to learn more about the career of a group performer.

Physical Education Example

SPORTS ANNOUNCER

I. RATIONALE

Professional athletics observation has become a dominant pastime in the homes of many people; this area, however, is not composed exclusively of athletes. After being introduced to a unit centered around the career of a sports announcer, students may desire to become aware of other careers related to professional athletics.

II. DEVELOPMENTAL OBJECTIVES

To discover the skills needed to obtain a job as a sports announcer.

To realize the importance of the background which physical education classes provide.

To understand the possible advantages and disadvantages of a career as a sports announcer.

III. ACTIVITIES

A. What are the responsibilities of a sports announcer?

1. Students discuss the characteristics of a good sports announcer.

   a. Knowledge of game.

   b. Speaking clarity

   c. Sense of humor

2. Students role play sports announcer, e.g.,

   a. Instructor organizes a simple game, such as ball tag with a limited number of students.

   b. Students take turn broadcasting the "action".

   c. Students discuss the difficulties in relating the events in an organized, clear manner.

B. How can a physical education background be beneficial to a sports announcer?

1. Students discuss the variety of sports they have played or observed, e.g.,

a. With which sports are they more familiar - those in which they have participated or merely observed?

b. How could an announcer relate events accurately without a complete knowledge of all the rules involved?

2. Students relate to the instructor some sports about which they would like more knowledge.

C. What are possible positive and negative aspects of pursuing a career in the area of sports announcing?

1. Students discuss the possible advantages of a career in sports announcing, e.g.,

a. Intense involvement with athletics.

b. Indirect involvement with large audience.

2. Students discuss the possible disadvantages of a career in sports announcing, e.g.,

a. Primarily weekend employment

b. Little recognition - "hidden" performer

3. Students evaluate for themselves their desires to learn more about the occupation of a sports announcer.

Science Example

CONSERVATIONIST

I. RATIONALE

Public concern for ecology has recently increased, and many students have participated in activities involved in the attempt to save the environment. Students need orientation, as concerned citizens or prospective employees, to become aware of the importance of conservation; thus, a unit centered around the occupations in conservation can illustrate the relationship of education and career planning toward their futures and the future of society.

II. DEVELOPMENTAL OBJECTIVES

To understand the importance of conservation for the future of society.

To learn of the variety of careers related to the area of conservation.

To consider possible positive and negative aspects of the career of a conservationist.

III. ACTIVITIES

A. Why are conservationists needed in society?

1. Students bring to class newspaper or magazine articles which deal with current conservation problems, e.g.,

   a. Forest fires

   b. Pollution of lakes and rivers

2. Students discuss possible solutions to the conservation problems mentioned in the articles.

3. If interested, students can explore the possibilities of making a class contribution toward conservation, e.g.,

a. Contact a local industry known for its concern in ecology and volunteer the services of the class for a short period of time.

b. Students set up school display of types of pollution prevention in which each person could actively take part, e.g., buying of returnable soda containers rather than cans.

B. What types of careers are available in the area of conservation?

1. Students discuss various jobs with which they are familiar in the area of conservation, e.g.,

a. Forest ranger

b. Sanitation specialist

2. Students discuss the double role of each - occupation and needed service to society.

3. Students discuss the frustrations of serving people who ignore the importance of conservation, e.g.,

a. Careless campers

b. Highway litter bugs

C. What are the possible positive and negative aspects of the occupation of a conservationist?

1. Students discuss possible advantages of conservation work, e.g.,

a. Service to society

b. Primarily out-of-doors work

2. Students discuss possible disadvantages of conservation work, e.g.,

a. Frustration of "fighting a losing battle".

b. Often have little contact with other people, e.g., forest ranger often lives within the park in which he is working.

3. Students evaluate for themselves their interests in discovering more information about the career of a conservationist.

Social Studies Example

PRODUCE FARMER

I. RATIONALE

Produce farming was once a primary occupation for all people. With the perfection of industry, methods were improved to develop more effective farming techniques. Students will better understand the interdependence of society through the orientation of a unit centered around produce farming.

II. DEVELOPMENTAL OBJECTIVES

To understand the important role of the produce farmer in society.

To learn of methods that have been improved in the area of produce farming.

To consider possible advantages and disadvantages of the occupation of a produce farmer.

III. ACTIVITIES

A. How important is the produce farmer to society?

1. Students discuss the name for produce farmers in society, e.g.,

   a. Produce food for the country. With the increasing population, more food is needed.

   b. Produce food for exportation, a source of the country's income.

   c. Imported foods are usually more expensive than those raised in one's own country.

2. Students discuss the various foods that are typically considered "American" foods.

3. Students discuss the substitute foods they would choose if food had to be imported. (Note: Instructor could point out the dependency this country would have on others without its own food resources.)

B. How has the area of produce farming changed throughout the years?

1. Students compare the type of produce farming done by the pioneers to present produce farming techniques, e.g.,

a. Pioneer family raised food for only themselves.

b. Presently, a small percentage of workers provide food for all society.

c. Because of improved transportation, food can be shipped throughout the country, e.g., eastern citizens enjoy western and southern fruits during the winter season.

2. Students discuss problems that produce farmers encounter, e.g.,

a. Competition - too many farmers raising one product in the same area.

b. Spoilage - farmers must sell produce within a certain amount of time.

C. What are possible advantages and disadvantages of the occupation of a produce farmer, e.g.,

1. Students discuss possible advantages of the occupation of a produce farmer, e.g.,

a. Out-of-doors work

b. If proprietor, one is his own boss.

2. Students discuss possible disadvantages of the occupation of a produce farmer, e.g.,

a. Success often depends on factors outside area of skill.

b. Land is expensive to purchase or rent.

3. Students evaluate for themselves their interests in learning more about the occupation of a produce farmer.